DOCUMENT RESUME

ED 201 811 CE 028 839

TITLE	Vocational Education: Locally-Directed Evaluation Guides for Evaluation by Local Staff.
INSTITUTION	Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
PUB DATE	Jan 81
NOTE	43p.; Some pages will not reproduce well due to small print.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Administrator Attitudes; Administrator Evaluation; Administrator Guides; Counselor Evaluation; Decision Making; Employer Attitudes; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Graduates; Guidance Programs; Guidelines; Information Utilization; Job Performance; *Personnel Evaluation; Program Development; *Program Evaluation; Program Improvement; Questionnaires; School Counseling; School Counselors; *School Districts; Student Attitudes; *Student Evaluation; Surveys; Teacher Evaluation; *Vocational Education

ABSTRACT

This handbook on locally directed evaluation (LDE) is designed as a practical guide for vocational and other school administrators to use in initiating or improving evaluation activities carried out at the local level. It is divided into seven sections. Each section includes an evaluation instrument, the purpose of the evaluation activity, and suggested procedures for its use. The first LDE form is a 32-item vocational teacher evaluation. A 23-item instructional program evaluation is provided in section 2. An initial follow-up survey of former vocational students and an employer follow-up survey are included in sections 3-4. The fifth LDE form presented covers vocational counselor evaluation. An instrument for evaluating guidance counseling and counseling programs constitutes section 6, and section 7 includes a 48-item vocational administrator evaluation instrument. A final note on the use of evaluation results follows. (MN)

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VOCATIONAL EDUCATION

LOCALLY-DIRECTED EVALUATION

GUIDES FOR EVALUATION

BY LOCAL STAFF

Developed by

Research Coordinating Unit
Division of Vocational Education Services
State Department of Education
Montgomery, Alabama

January 1981

CE028839

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

This handbook on locally-directed evaluation (LDE) is designed as a practical guide for vocational and other school administrators to use in initiating or improving evaluation activities carried out at the local level. The LDE handbook is divided into seven sections. Each section includes an evaluation instrument, the purpose of the evaluation activity, and suggested procedures for using the instrument. The instruments can be used in their present form, but each school system is encouraged to modify or adapt these materials to meet local needs.

A. What is Locally-Directed Evaluation?

Locally-directed evaluation includes activities that are planned and carried out by local personnel--vocational administrators, counselors, and teachers--to assess the strengths and weaknesses of the vocational programs offered in the school system. Information collected through the evaluation is used by the local school system for improvement and growth--growth of the individual, the program, and the school system.

B. Why Should Local School Systems Evaluate Their Vocational Programs?

This question is best answered in two ways: (1) Because local evaluation is mandated, and (2) because of the intrinsic desire to improve. The instruments presented in this handbook will fulfill the requirements of either purpose, but they will be much more useful to those who have the desire to improve.

On-site evaluation teams have found the lack of locally-directed evaluation to be one of the major deficiencies affecting most local programs. In an analysis of the state directed on-site evaluations and

the instructional program reviews, 85% of the summary reports contained findings or recommendations dealing with a lack of evidence to support local evaluation efforts. Although some systems had implemented personnel evaluations, many other aspects of evaluation were not being conducted.

C. What are the Ingredients for Successful Local Evaluation?

The purpose of evaluation must be emphasized to all vocational administrators, teachers, and counselors. Early in the local evaluation process, stress that improvement of programs is the primary goal--not completion of instruments. The instruments are only a tool for identifying ways to improve.

All faculty and staff should understand the procedures and responsibilities they share in the evaluation process. They should be represented on all planning committees related to evaluation and should participate in modifying or reviewing the instruments.

A specific procedure for the school system to compile information is essential. Without a way to pull together information and use it for planning and improving programs, collecting data is nonproductive.

LDE Form 1

VOCATIONAL TEACHER EVALUATION

VOCATIONAL TEACHER EVALUATION

PURPOSE

The primary purpose of the vocational teacher evaluation instrument is to provide the vocational teacher and the administrator with a method for improving instructional performance and the learning environment throughout the school year. The evaluation should aid the vocational teacher in developing objectives, skills, and knowledge needed to grow professionally as a vocational educator. The teacher evaluation should also function as a means for obtaining objective information to be used in making personnel-related decisions.

PROCEDURES FOR THE VOCATIONAL ADMINISTRATOR

1. Name several vocational teachers to a committee chaired by the vocational administrator to review the evaluation instrument for use in the school system and make necessary modifications, deletions, and additions.

2. Develop administrative guidelines for evaluation of vocational teachers consistent with local board policy.

3. Conduct an inservice meeting for all vocational teachers to discuss the purpose of evaluation; to distribute the evaluation instrument for self-evaluation purposes; and to distribute the administrative guidelines for evaluation.

4. Establish target dates for evaluation of nontenured and tenured faculty. Each vocational teacher should be evaluated annually.

5. Visit teachers frequently on different days of the week and at different periods of the day. Hold a pre-evaluation conference with each vocational teacher at the beginning of the school year to discuss specific strengths and weaknesses. A statement of intent, including any recommendations made by the administrator, should be signed by the teacher and administrator and placed in the teacher's file.

6. Complete the teacher evaluation instrument on the basis of classroom visits, the pre-evaluation conference, and discussion of the teacher's self-evaluation prior to the date for contract renewal. The teacher and administrator should sign the completed instrument. If the teacher disagrees with the evaluation findings, he or she should use the comments section of the instrument. If a mutually acceptable evaluation cannot be reached, refer to the school system's grievance procedure.

7. Provide a copy of the completed instrument to the vocational teacher for periodic reference and self-assessment.

VOCATIONAL TEACHER EVALUATION

Teacher: _____

Program: _____

School: _____

Date: _____

A. PERSONAL QUALITIES	Exceeds Expectations	Acceptable	Needs Improvement	Unacceptable
1. The teacher sets an appropriate example for students by his or her personal appearance.	1	2	3	4
2. The teacher's personal health is sufficient for job performance.	1	2	3	4
3. The teacher treats all individuals respectfully.	1	2	3	4
4. The teacher cooperates with peers, supervisors, and other school personnel.	1	2	3	4
5. The teacher is objective in dealings with parents and other members of the community.	1	2	3	4
6. The teacher is prompt and efficient in the performance of duties.	1	2	3	4
7. The teacher voluntarily participates in school activities.	1	2	3	4
8. The teacher demonstrates leadership in the educational setting.	1	2	3	4
9. The teacher solicits and accepts help from peers, students, and supervisors.	1	2	3	4
10. The teacher's rapport with students is good while still maintaining classroom control.	1	2	3	4
11. The teacher displays interest and enthusiasm toward the skills he or she teaches.	1	2	3	4
B. PREPARATION AND PERFORMANCE SKILLS				
12. The teacher demonstrates knowledge and expertise within his or her skill area.	1	2	3	4
13. The teacher demonstrates ability to assess his or her own strengths and weaknesses.	1	2	3	4
14. The teacher develops long-range (year-long) plans for courses.	1	2	3	4
15. The teacher develops short-range (six weeks or semester) objectives for each course.	1	2	3	4
16. The teacher designs instructional sequence to enable students to reach short-range objectives and long-range goals.	1	2	3	4
17. The teacher successfully uses instructional lesson plans.	1	2	3	4
18. The teacher designs tests that measure student learning in the affective, cognitive, and psychomotor domains.	1	2	3	4
19. The teacher arranges the physical environment so that learning can occur.	1	2	3	4

	Exceeds Expectations	Acceptable	Needs Improvement	Unacceptable
20. The teacher uses a variety of teaching techniques in each class.	1	2	3	4
21. The teacher uses individualized instruction when appropriate, and adapts instruction to the different learning styles of students.	1	2	3	4
22. The teacher demonstrates an understanding of the instructional needs of students with special needs and modifies the curriculum where appropriate.	1	2	3	4
23. The teacher demonstrates an understanding of human development principles.	1	2	3	4
24. The teacher demonstrates an ability to evaluate content, materials, and methods.	1	2	3	4
25. The teacher observes official school policies.	1	2	3	4
26. The teacher uses community resources.	1	2	3	4
27. The teacher communicates effectively with students, peers, and administrators.	1	2	3	4
28. The teacher works with other vocational educators to develop or adapt curriculum materials.	1	2	3	4
29. The teacher uses results of student and employer follow-up studies to modify the instructional program.	1	2	3	4
30. The teacher visits employers for the purpose of placing terminating students. (Applicable only to occupational preparation teachers)	1	2	3	4
31. The teacher visits employers to determine and review program content. (Applicable only to occupational preparation teachers)	1	2	3	4
32. The teacher assists students in securing employment. (Applicable only to occupational preparation teachers)	1	2	3	4
C. PROFESSIONAL DEVELOPMENT				
33. The teacher meets Alabama certification requirements for his or her present assignment.	1	2	3	4
34. The teacher participates in appropriate inservice activities.	1	2	3	4
35. The teacher demonstrates professional growth through participation in professional organizations.	1	2	3	4

D. AREAS NEEDING IMPROVEMENT

First priority: _____

Second priority: _____

Third priority: _____

_____ Evaluator _____ Date

Comments by the Teacher (optional):

_____ Teacher _____ Date

LDE Form 2

INSTRUCTIONAL PROGRAM EVALUATION

INSTRUCTIONAL PROGRAM EVALUATION

PURPOSE

The primary purpose of the instructional program evaluation is to assure the effectiveness and continuing improvement of the vocational instructional program in meeting the educational needs of the student. The vocational administrator can use the evaluation instrument to review compliance standards for each instructional program and to identify areas needing improvement on a priority basis.

PROCEDURES FOR THE VOCATIONAL ADMINISTRATOR

1. Name several vocational teachers to a committee chaired by the vocational administrator to review the evaluation instrument for use in the school system and make necessary modifications, deletions, and additions. Decide which parts of the instrument will be used in evaluating each program.

2. Conduct an inservice meeting for all vocational teachers to discuss the purpose of the instructional program evaluation and to distribute the evaluation instrument for self-evaluation purposes.

3. Establish target dates for evaluation of each vocational program in the school system. Each instructional program should be reviewed by the vocational administrator annually.

4. Visit instructional programs frequently on different days of the week and at different periods of the day. Hold a formal evaluation conference with the vocational teacher at least once during the school year (preferably during the first semester) to discuss specific strengths and weaknesses of the instructional program.

5. Complete the instructional program evaluation instrument on the basis of classroom visits, the first semester conference, and discussion of the teacher's self-evaluation of the program prior to the last six weeks of the school year.

6. Provide a copy of the completed instrument to the vocational teacher for periodic reference and self-assessment.

INSTRUCTIONAL PROGRAM EVALUATION

Program: _____ Teacher: _____

School: _____ Date: _____

A. GENERAL

1. The following records and files are maintained for the program: (Check if "yes")

- ☐ Student occupational objectives
- ☐ IEPs (implementation portion-Part B)
- ☐ VE Form 7s
- ☐ Student organization membership list
- ☐ Inventory of equipment and furnishings

2. Total enrollment for the program meets state guidelines (single period-75, cooperative education-30, two-period blocks-45, three-period blocks-24).

☐ Yes ☐ No

3. A maximum of 25 and a minimum of 10 students are enrolled in each class.

☐ Yes ☐ No

4. The following curriculum and instructional materials are being used in the program: (Check if "yes")

- ☐ State approved course of study
- ☐ State or locally developed curriculum guide
- ☐ Document of Evidence or other competency record
- ☐ Approved instructional materials
- ☐ Written course and student performance objectives
- ☐ Lesson plans (weekly or daily)

5. The student organization is accessible to all students enrolled as a part of the instructional program and is served by the teacher as advisor or co-advisor.

☐ Yes ☐ No

6. Facilities meet the minimum requirements for safety and adequacy for the following: (Check if "yes")

- ☐ Work areas and surfaces
- ☐ Means of exit
- ☐ Traffic flow
- ☐ Fire proofing
- ☐ Lighting
- ☐ Access to handicapped
- ☐ Cleanliness
- ☐ Electrical outlets
- ☐ Sanitation
- ☐ Storage
- ☐ Location of facility
- ☐ Climate control and ventilation
- ☐ Restrooms
- ☐ Organization

7. Equipment is operated in a safe manner under teacher supervision.

☐ Yes ☐ No

8. Adequate supplies, materials, and equipment (including safety equipment) are available for the program.

☐ Yes ☐ No

9. An annual plan of expenditures is available for the program.

☐ Yes ☐ No

10. The program regularly receives local financial support for maintenance.

☐ Yes ☐ No

11. An appropriate budget for travel and related expenses is available for the teacher.

☐ Yes ☐ No

12. The program is conducted to ensure elimination of occupational stereotyping.

☐ Yes ☐ No

B. OCCUPATIONAL PREPARATION PROGRAMS

13. Job-related knowledge and skills are identified and sequenced for instruction.

☐ Yes ☐ No

14. The program includes a unit on job-seeking or employability skills.

☐ Yes ☐ No

15. Instructional time is allocated to laboratory work, field trips, and occupational/clinical experiences.

☐ Yes ☐ No

16. Live work projects are used to provide all students an opportunity to develop job-related skills.

☐ Yes ☐ No

17. An advisory craft committee has been organized for the program and provides input regarding the curriculum and job opportunities for graduates and program leavers.

☐ Yes ☐ No

18. More than 50% of program graduates and leavers secure employment in field or in a related field.

☐ Yes ☐ No

C. COOPERATIVE EDUCATION PROGRAMS

19. Students receive related study equivalent to a minimum of one period per school day.

☐ Yes ☐ No

20. Work stations are appropriate for the occupational objectives of students.

☐ Yes ☐ No

21. Application forms, work permits, training agreements, and training plans are on file for each student.

☐ Yes ☐ No

22. The program coordinator visits each training station regularly and evaluates student performance.

☐ Yes ☐ No

D. PREVOCATIONAL PROGRAMS

23. The program includes the following: (Check if "yes")

☐ Information on career alternatives

☐ Opportunity for placement of students into advanced or specialized occupational preparation programs

☐ Exploration of secondary training alternatives

☐ Orientation to postsecondary training alternatives

E. AREAS NEEDING IMPROVEMENT

First priority: _____

_____

_____

Second priority: _____

_____

_____

Third priority: _____

_____

_____

_____ _____

Evaluator Date

LDE Form 3

INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

STUDENT FOLLOW-UP SURVEY

PURPOSE:

The student follow-up survey is designed to gather important information from former students regarding a program's strengths and weaknesses. The major uses of student follow-up information are:

1. Assessment of program objectives
2. Revision of courses, programs, and services
3. Improvement of counseling and student services

PROCEDURES:

1. Name several vocational teachers and counselors to a committee chaired by the vocational administrator to review the evaluation instrument for use in the school system and make necessary modifications, deletions, and additions.

2. Obtain the names of former students who will be surveyed. Records of present location of students are often kept by the counseling and guidance office. It might be helpful for the vocational instructor to have each student complete a pre-graduation form to provide information that may aid in locating the individual following graduation.

3. Develop cover letter for the survey. In some instances, it has been found helpful to mail the instrument under the signature of a counselor or teacher who was known to have rapport with the former student. Others have found the signature of the vocational director/administrator best.

4. Code the instruments with a number corresponding to a list of student names. This number will be used to identify who has responded to the survey.

5. Mail the instruments with an enclosed stamped envelope.

6. Record returned questionnaires as they arrive.

7. Contact nonrespondents by telephone or follow-up letter.

8. Summarize results. You may choose either to record the responses manually or to utilize the computer for summarization. If a survey of less than 100 students is being conducted, recording the results by hand is likely to be the most efficient means of summarization.

PRE-GRADUATION QUESTIONNAIRE

This is a very important questionnaire. Vocational teachers need to know how you are doing on the job once you leave the school. We need to know how your education has prepared you for your job. Industry changes very quickly, and vocational classes must keep up with those changes or our students won't be able to find jobs.

After you leave school, you'll receive two surveys from us. We'll send one six months after you leave school and another after two years. Please let your teacher know if you move.

Name: _____

Parents' Names: _____ Phone: _____

Parents' Address: _____

Name and address of person who would know of your location if you were to move:

Name: _____

Address: _____ Phone: _____

1. List vocational courses that you have taken during high school:

   a. _____ c. _____

   b. _____ d. _____

2. Do you plan to continue your formal education this summer or next fall?

   ☐ Yes, full-time

   ☐ Yes, part-time

   ☐ No

3. If you answered "yes" to question 2, give the following information:

   Name of school: _____

   Area of specialization: _____

4. Have you accepted employment for this summer or next fall?

   ☐ Yes, full-time

   ☐ Yes, part-time

   ☐ No

5. If you answered "yes" to question 4, give the following information:

   Name of firm: _____

   Address of firm; _____

   Title of position: _____

6. If you answered "no" to question 4, do you plan to seek employment for this summer or next fall?

- ☐ Yes, full-time
- ☐ Yes, part-time
- ☐ No

7. Do you need assistance in locating employment?

- ☐ Yes
- ☐ No

8. What suggestions do you have for improving our vocational program?

I recognize the importance of information from former students and their employers in improving vocational education programs. I understand that all information is strictly confidential and my name will not be associated with the analysis of the information. I am willing to participate in the study and grant permission to those conducting the follow-up surveys to obtain data regarding my performance on-the-job or in the classroom from my immediate supervisor or academic instructor.

_____

your signature

INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

We are seeking your cooperation in completing this questionnaire to provide information to plan and improve current and future educational programs. When you have completed the questionnaire, return it in the enclosed return-addressed stamped envelope. Your honest response is very important since the information will be used to improve our programs. Your answers will be kept strictly confidential.

Name: _____ Phone: _____
Last, First, Middle (Maiden)

Present Address: _____
(Street) (City) (State) (Zip)

PLEASE CHECK OR OTHERWISE COMPLETE THE FOLLOWING QUESTIONS:

1. Check the vocational program(s) you were enrolled in:

- ☐ Agribusiness
- ☐ Air Conditioning & Refrigeration
- ☐ Auto Body
- ☐ Auto Mechanics
- ☐ Building Construction
- ☐ Business and Office
- ☐ Carpentry/Cabinetmaking
- ☐ Child Care
- ☐ Commercial Sewing
- ☐ Consumer and Homemaking
- ☐ Cosmetology
- ☐ Electronics
- ☐ Health Occupations
- ☐ Machine Shop
- ☐ Marketing and Distributive Education
- ☐ Masonry
- ☐ Radio & TV
- ☐ Trade and Industrial Coop
- ☐ Welding
- ☐ Other (Specify) _____

2. Indicate your present status:

- ☐ Employed full-time (30 hours or more per week)
- ☐ Military - is your job in the military related to your vocational training? ☐ Yes ☐ No
- ☐ Employed part-time (less than 30 hours per week) but seeking full-time employment
- ☐ Employed part-time (less than 30 hours per week) and not seeking full-time employment
- ☐ Unemployed (you are actively seeking employment but have not found a job)
- ☐ Unavailable for employment (you cannot accept a job for one of the following reasons)

CHECK THE APPROPRIATE REASON

- ☐ In school - a 4-year college
- ☐ In a junior/technical college training in _____ (major area or program)
- ☐ Not interested in a job
- ☐ Illiness or disability
- ☐ Homemaker and not looking for work outside the home
- ☐ Other (Specify) _____

If you checked unemployed or unavailable for employment in question 2 skip to question 14 and answer the remaining questions.

3. Please provide the following information about your job and your employer:

Job title: _____

Job duties: _____

_____

Employer: _____

Employer address: _____

Immediate supervisor's name: _____

4. How closely does your job relate to the vocational training you received in high school?

- ☐ I am employed in the occupation for which I was trained by this vocational program
- ☐ I am employed in a related occupation
- ☐ I am employed in a completely different occupation

5. How did you get your first job after leaving this vocational program? (Check best answer)

- ☐ I got the job myself without any help
- ☐ My family or friends helped me get the job
- ☐ My vocational instructor helped me get the job
- ☐ The state employment service helped me get the job
- ☐ The school counselor helped me get the job
- ☐ A private employment agency helped me get the job
- ☐ I stayed on the job I had while in school
- ☐ Other (Specify) _____

6. What was your beginning hourly wage on your first job since leaving this vocational program?

- ☐ $3.00 or less per hour
- ☐ $3.00 to $4.00 per hour
- ☐ $4.00 to $5.00 per hour
- ☐ $5.00 or more per hour

7. To what extent did your high school vocational program prepare you for your present job?

- ☐ Excellent
- ☐ Well prepared
- ☐ Fair
- ☐ Poorly prepared
- ☐ Preparation not related to job

8. The equipment used in your vocational program was such that:

- ☐ I found it very easy to adapt to the equipment on the job
- ☐ I had some problems adapting to the equipment on the job
- ☐ I found it very difficult to adapt to the equipment on the job

9. If you are not working in the field for which you were trained in high school, check the block which best identifies the reason why.

- ☐ The training was not a good choice; I didn't know enough about my interests and abilities
- ☐ The training was not a good choice; I couldn't get the course I wanted
- ☐ I didn't know enough about the kinds of occupations in which I might get a job
- ☐ I didn't know what the job was really like
- ☐ Few jobs were available in this field
- ☐ I couldn't earn enough money
- ☐ I never planned to go into this field anyway
- ☐ Other (specify) _____

10. In comparison to the facilities and equipment used on your present job, how would you rate your vocational program?

- ☐ Facilities and equipment were superior to those on the job
- ☐ Facilities and equipment were similar to those on the job
- ☐ Facilities and equipment were inferior to those on the job

11. What specific things about your vocational program have you found to be most useful to you in your present job?

12. What specific things about your vocational program have you found to be the least useful to you in your present job?

13. If you had it to do all over again, would you: (Check the most appropriate)

- ☐ Choose your same vocational program
- ☐ Choose another vocational program offered in your school
- ☐ Would not take a vocational program
- ☐ Choose another vocational program if it had been offered in your school. If so, specify the program: _____

14. Based on your experiences, what suggestions do you have for improving this vocational program?

15. What suggestions do you have for improving student services (counseling and guidance, career information, and placement)?

OPTIONAL: The school system has my permission to contact my employer to evaluate my high school vocational program.

_____ your signature

LDE Form 4

EMPLOYER FOLLOW-UP SURVEY

EMPLOYER FOLLOW-UP SURVEY

PURPOSE:

The employer follow-up survey provides information regarding graduates' on-the-job performance, the effectiveness of the vocational program in preparing students for employment, and ways in which the school system can improve the vocational program.

PROCEDURES:

1. Name several vocational teachers and counselors to a committee chaired by the vocational administrator to review the evaluation instrument for use in the school system and make necessary modifications, deletions, and additions. The committee will need to decide if a listing of skill areas as shown in section seven of the questionnaire will be included in the survey.

2. Obtain the names of employers who will be surveyed. The former student follow-up includes an item asking for the name and address of their employer and the name of the former student's immediate supervisor.

3. Collect data.

   A. Mail survey alternative

      (1) Develop a cover letter for the survey. In some instances, it has been helpful to mail the instrument under the signature of the vocational teacher in the specialty area especially if the teacher has good rapport with employers in the community. Others have found the signature of the vocational director/administrator best. Some have found that participation is encouraged and response rate increased if the letter is printed on advisory committee letterhead with the signature of the chairperson.

      (2) Code the instruments with a number corresponding to a list of employer names. This number will be used to identify who has responded to the survey.

      (3) Mail the instruments with a stamped enclosed envelope.

      (4) Record returned questionnaires as they arrive.

      (5) Contact nonrespondents by telephone or follow-up letter.

   B. Interview alternative

      (1) Identify staff who will conduct interviews. Assign specific employers to each interviewer.

      (2) Discuss interview procedures with interviewers.

      (3) Establish time frame for conducting interviews.

      (4) Conduct interviews, completing one instrument for each employer.

4. Summarize results. You may choose either to record the responses manually or to utilize the computer for summarization. If a survey of less than 100 students is being conducted, recording the results by hand is likely to be the most efficient means of summarization.

EMPLOYER QUESTIONNAIRE

In an effort to evaluate the training of vocational education students in _____ School System, the individual listed below has given permission for you to provide us information regarding his/her job performance. The information reported in this survey will be used for occupational education planning purposes only and the source of the information will not be released to any other agency or party. Your responses will in no way affect the employee. Please complete ALL sections of the questionnaire even if the employee no longer works for your firm. When you have completed the form, return it in the enclosed return-addressed, stamped envelope. THANK YOU FOR YOUR COOPERATION!

Employee name: _____
Last, First, Middle (Maiden)

Name of employing organization: _____

Employer's address: _____
(Street) (City) (State) (Zip)

Name of person completing this form: _____

In what capacity are you (person completing form) related to the employee named above?

☐ Employer ☐ Supervisor ☐ Other (Specify) _____

The job title of the employee is: _____

1. Length of time employee has been on the job: (Check one)

☐ Less than 6 months ☐ 9-11 months ☐ Over 14 months

☐ 6-8 months ☐ 12-14 months

2. Please rate each of the traits of this employee below. Circle the rating on the scale to the right of each trait:

	Exceeds Expectations	Acceptable	Needs Improvement	Unacceptable
A. DEPENDABILITY: Thorough completion of job without supervision.	1	2	3	4
B. RESPONSIBILITY: Willingness with which work is accepted and performed.	1	2	3	4
C. INITIATIVE: Seeks out additional work and responsibilities; does jobs that need doing without being asked.	1	2	3	4
D. JUDGMENT: Ability to make decisions, to plan and organize.	1	2	3	4
E. COOPERATION: Ability to get along with fellow workers, supervisors, and customers.	1	2	3	4
F. LEADERSHIP: Qualities of understanding people and directing work of others.	1	2	3	4
G. ATTITUDES TOWARD WORK: Degree of enthusiasm with which one performs work.	1	2	3	4
H. ATTENDANCE: Promptness and reliability in attendance.	1	2	3	4
I. COURTESY AND FRIENDLINESS: Shows genuine consideration and kindness toward others.	1	2	3	4
J. PERSONAL APPEARANCE: Neatness, cleanliness, appropriate dress and grooming.	1	2	3	4
K. QUALITY OF WORK: Ability to meet quality demands.	1	2	3	4
L. QUANTITY OF WORK: Amount of work turned out.	1	2	3	4
M. TECHNICAL KNOWLEDGE: Specific job-related knowledge important to success.	1	2	3	4

	Exceeds Expectations	Acceptable	Needs Improvement	Unacceptable
N. USE OF TOOLS AND EQUIPMENT: Degree to which he/she is able to operate the equipment used on the job.	1	2	3	4
O. SAFETY: Use of safety procedures on the job.	1	2	3	4
P. OVERALL RATING	1	2	3	4

3. In comparison with other workers in the same work group, how would you rate the employee's overall competency, effectiveness, proficiency, general overall work attitudes, and other elements of successful job performance?

- ☐ In the top 1/4
- ☐ In the top 1/2 but not among the top 1/4
- ☐ In the bottom 1/4 but not among the lowest 1/4
- ☐ In the lowest 1/4

4. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive the same vocational training?

- ☐ No basis for comparison
- ☐ Individual is better prepared
- ☐ Both are about the same
- ☐ Individual is less prepared

5. What was the primary source(s) for the initial hiring of the graduate named?

- ☐ State employment service
- ☐ Private employment agency
- ☐ Vocational faculty member
- ☐ Mutual acquaintance
- ☐ Applicant applied on own initiative
- ☐ Other (Specify) _____

6. What suggestions do you have for improvements in or updating this particular occupational program based on your experience of having employed graduates from our program?

7. Please rate the importance of each skill area for job performance and then rate the employee on each of the skill areas listed that apply.

SKILL AREA	IMPORTANCE TO KNOW (Check one)			EMPLOYEE'S PERFORMANCE (Circle appropriate number)			
	Unnecessary	Desirable	Essential	Exceeds Expectations	Acceptable	Needs Improvement	Unacceptable
BLUEPRINT READING (reading welding blueprints accurately with attention to specific details and nomenclature)	_____	_____	_____	1	2	3	4
OXY-ACETYLENE CUTTING (setting up equipment, making proper adjustments, and cutting straight lines, holes, pipe, round bars, and other materials)	_____	_____	_____	1	2	3	4
ELECTRIC ARC WELDING (setting up DC and AC equipment, making proper adjustments of equipment, selecting electrodes, and making welds in various positions -- flat, vertical, horizontal, overhead)	_____	_____	_____	1	2	3	4
GAS-SHIELDED ARC WELDING: MIG (setting up equipment, making proper adjustments, and making welds in various positions -- flat, vertical, horizontal, overhead)	_____	_____	_____	1	2	3	4
PREPARATION OF METALS FOR WELDING	_____	_____	_____	1	2	3	4
INSPECTING AND TESTING WELDS	_____	_____	_____	1	2	3	4
BRAZING	_____	_____	_____	1	2	3	4
SOLDERING	_____	_____	_____	1	2	3	4

List other skill areas in which student should have been trained

7. Please rate the importance of each skill area for job performance and then rate the employee on each of the skill areas listed that apply.

SKILL AREA	IMPORTANCE TO KNOW (Check one)			EMPLOYEE'S PERFORMANCE (Circle appropriate number)			
	Unnecessary	Desirable	Essential	Exceeds Expectations	Acceptable	Needs Improvement	Unacceptable
FILING (processing, filing, maintaining, and retrieving materials)	_____	_____	_____	1	2	3	4
OFFICE MACHINES (operating and cleaning adding machines, calculators, typewriters, duplicating machines, etc.)	_____	_____	_____	1	2	3	4
SHORTHAND (compose, edit, take dictation and transcribe)	_____	_____	_____	1	2	3	4
TYPEWRITING (type letters, forms, etc. and proofread)	_____	_____	_____	1	2	3	4
TELEPHONE TECHNIQUES (receive and place telephone calls in a professional manner, handle service calls on equipment, etc.)	_____	_____	_____	1	2	3	4
BOOKKEEPING AND ACCOUNTING (keep records, prepare journal or ledger entries, reconcile bank statements, etc.)	_____	_____	_____	1	2	3	4
OFFICE PROCEDURES (follow written or oral instructions and established office procedures, mark calendars with appointments, receive persons for appointments, etc.)	_____	_____	_____	1	2	3	4

List other skill areas in which student should have been trained

7. Please rate the importance of each skill area for job performance and then rate the employee on each of the skill areas listed that apply.

SKILL AREA	IMPORTANCE TO KNOW (Check one)			EMPLOYEE'S PERFORMANCE (Circle appropriate number)			
	Unnecessary	Desirable	Essential	Exceeds Expectations	Acceptable	Needs Improvement	Unacceptable
GENERAL SERVICE PROCEDURES (changing and rotating tires, fixing flats, and changing oil)	_____	_____	_____	1	2	3	4
COOLING SYSTEM SERVICE (replacing hoses, thermostats, radiators, water pumps, and fans)	_____	_____	_____	1	2	3	4
ENGINE TUNE-UPS (completing major and minor tune-ups including ignition system service)	_____	_____	_____	1	2	3	4
FUEL SYSTEM REPAIRS (maintaining and repairing carburetor, replacing fuel system components, and servicing emission control systems)	_____	_____	_____	1	2	3	4
INTERNAL ENGINE REPAIRS (complete overhaul and replacement of internal components)	_____	_____	_____	1	2	3	4
EXTERNAL ENGINE REPAIRS (servicing oil pumps, oil pans, PCV systems, engine mounts, and lubrication system)	_____	_____	_____	1	2	3	4
EXHAUST SYSTEM REPAIRS (replacement of mufflers, tailpipes, exhaust manifolds, and mounting brackets)	_____	_____	_____	1	2	3	4
ELECTRICAL SYSTEM REPAIRS (adjustment of headlights, testing of electrical components and circuits, replacement of electrical components and lighting assemblies)	_____	_____	_____	1	2	3	4
BRAKE SERVICE (adjusting and bleeding brakes and complete repair of disc and drum brake systems)	_____	_____	_____	1	2	3	4
FRONT END, STEERING, AND SUSPENSION WORK (replacement of defective components, front end alignment, adjustments, tire care, and general maintenance)	_____	_____	_____	1	2	3	4
POWER TRAINS (maintaining and repairing manual and automatic transmissions, replacing defective parts)	_____	_____	_____	1	2	3	4
HEATING AND AIR CONDITIONING SYSTEM (servicing the systems and repairing or replacing defective parts)	_____	_____	_____	1	2	3	4

List other skill areas in which student should have been trained

LDE Form 5

VOCATIONAL COUNSELOR EVALUATION

VOCATIONAL COUNSELOR EVALUATION

A. Purpose

The primary purpose of the vocational counselor evaluation instrument is to provide the vocational counselor and administrator with a method for improving guidance and counseling services and placement and follow-up of students throughout the school year. The evaluation should aid the vocational counselor in developing objectives, skills, and knowledge needed to grow professionally. The counselor evaluation should also function as a means for obtaining objective information to be used in making personnel-related decisions.

B. Procedures for the Vocational Administrator

1. Review the evaluation instrument for use in the school system and make necessary modifications, deletions, and additions. Where possible have the guidance and counseling supervisors and/or other guidance counselors review the instrument and make suggestions.

2. Develop administrative guidelines for evaluation of vocational counselors consistent with local board policy.

3. Meet with all vocational counselors to discuss the purpose of evaluation; to distribute the evaluation instrument for self-evaluation purposes; and to distribute the administrative guidelines for evaluation.

4. Establish target dates for evaluation of nontenured and tenured counselors. Each vocational counselor should be evaluated annually.

5. Visit counselors identified for evaluation often and on different days of the week and at different times of the day. Hold a formal pre-evaluation conference with each vocational counselor during the first semester to discuss specific strengths and weaknesses. A statement of intent, including any recommendations made by the administrator, should be signed by the counselor and administrator and placed in the counselor's file.

6. Complete the counselor evaluation instrument on the basis of the counselor's self-evaluation, evaluation visits, and the pre-evaluation conference prior to the date for contract renewal. The counselor and the administrator should sign the completed instrument, and the counselor may include additional comments if he or she disagrees with the findings of the evaluation. If a mutually acceptable evaluation cannot be reached, refer to the school system's grievance procedure.

7. Provide a copy of the completed instrument to the vocational counselor for periodic reference and self-assessment.

VOCATIONAL COUNSELOR EVALUATION

Counselor: _____

School: _____

Date: _____

	Exceeds Expectations	Acceptable	Needs Improvement	Unacceptable
A. Personal Qualities				
1. The counselor sets an appropriate example for students by his or her personal appearance.	1	2	3	4
2. The counselor's personal health is sufficient for his or her job performance.	1	2	3	4
3. The counselor treats all individuals respectfully.	1	2	3	4
4. The counselor cooperates with teachers, supervisors, and other school personnel.	1	2	3	4
5. The counselor is objective in dealings with parents and other members of the community.	1	2	3	4
6. The counselor is prompt and efficient in the performance of duties.	1	2	3	4
7. The counselor voluntarily participates in school activities.	1	2	3	4
8. The counselor demonstrates leadership in the educational setting.	1	2	3	4
9. The counselor solicits help from teachers, students, supervisors, and other counselors.	1	2	3	4
10. The counselor's rapport with students is good while still maintaining control.	1	2	3	4
11. The counselor displays interest and enthusiasm toward the skills he or she is expected to use.	1	2	3	4
B. Guidance and Counseling Skills				
12. The counselor demonstrates knowledge and expertise in individual and group guidance and counseling skills.	1	2	3	4
13. The counselor demonstrates ability to assess his or her own strengths and weaknesses.	1	2	3	4
14. The counselor assists in the educational development of students based upon their ability to learn.	1	2	3	4
15. The counselor assists in the career development of vocational students.	1	2	3	4
16. The counselor assists in the personal and social development of vocational students.	1	2	3	4
17. The counselor administers and interprets tests that measure interests, aptitudes, and abilities.	1	2	3	4
18. The counselor arranges the physical environment so it is conducive to guidance and counseling activities.	1	2	3	4
19. The counselor disseminates, explains, and discusses testing information to students, parents, teachers, and others as appropriate.	1	2	3	4

	Exceeds Expectations	Acceptable	Needs Improvement	Unacceptable
20. The counselor plans and conducts orientation activities.	1	2	3	4
21. The counselor periodically explains and interprets services of the guidance and counseling program to students, faculty, and community groups.	1	2	3	4
22. The counselor assists and/or plans college/career days or similar activities.	1	2	3	4
23. The counselor is knowledgeable of and assists students with information regarding scholarships, grants, loans, and other student financial matters.	1	2	3	4
24. The counselor observes official school policies.	1	2	3	4
25. The counselor uses community resources.	1	2	3	4
26. The counselor communicates effectively with teachers, students, peers, and administrators.	1	2	3	4
27. The counselor participates in job placement and follow-up activities as outlined in his or her job description.	1	2	3	4
28. The counselor is engaged only in vocationally-related activities.	1	2	3	4
29. The counselor maintains a current file of employers and employment opportunities to facilitate placement of students.	1	2	3	4
30. The counselor works within a planned guidance and counseling program that has clear goals and objectives.	1	2	3	4
C. Professional Development				
31. The counselor meets Alabama certification requirements for his or her present assignment.	1	2	3	4
32. The counselor has a written professional development plan.	1	2	3	4
33. The counselor participates in appropriate inservice activities.	1	2	3	4
34. The counselor demonstrates professional growth through participation in professional organizations.	1	2	3	4

D. Areas Needing Improvement

First priority: _____

Second priority: _____

Third priority: _____

_____ Evaluator _____ Date _____ Counselor _____ Date

Comments by Counselor (optional):

LDE Form 6

GUIDANCE AND COUNSELING PROGRAM EVALUATION

GUIDANCE AND COUNSELING PROGRAM EVALUATION

PURPOSE:

The primary purpose of the guidance and counseling program evaluation is to assure the effectiveness and continuing improvement of the vocational guidance and counseling program in meeting needs of the vocational student. The vocational administrator can use the evaluation instrument to review the guidance and counseling program and to identify areas needing improvement on a priority basis.

PROCEDURES FOR THE VOCATIONAL ADMINISTRATOR

1. Name several counselors and/or guidance and counseling supervisors to a committee chaired by the vocational administrator to review the evaluation instrument for use in the school system and make necessary modifications, deletions, and additions. Decide which parts of the instrument will be used in evaluating the program.

2. Conduct a meeting with the vocational counselor(s) to discuss the purpose of the program evaluation and to distribute the evaluation instrument for self-evaluation purposes.

3. Establish target dates for evaluating the vocational guidance and counseling program(s) in the school system. Each program should be reviewed by the vocational administrator annually.

4. Visits guidance and counseling program(s) frequently on different days of the week and at different periods of the day. Hold a formal evaluation conference with the vocational counselor at least once during the school year (preferably during the first semester) to discuss specific strengths and weaknesses of the program.

5. Complete the program evaluation instrument on the basis of visits, the first semester conference, and discussion of the self-evaluation of the program prior to the last six weeks of the school year.

6. Provide a copy of the completed instrument to the vocational counselor for periodic reference and self-assessment.

GUIDANCE AND COUNSELING PROGRAM EVALUATION

School: _____

Counselor(s): _____

1. An adequate counseling staff is employed to serve all students who have an interest in vocational education.

   ☐ Yes ☐ No

2. There is a written guidance and counseling plan for the total school system which establishes strategies for the development, coordination, and implementation of services.

   ☐ Yes ☐ No

3. The written plan for guidance and counseling services includes:

   ☐ Yes ☐ No - Program objectives, activities, and evaluation procedures

   ☐ Yes ☐ No - Data collection, analysis, and dissemination procedures

   ☐ Yes ☐ No - Individual appraisal procedures

   ☐ Yes ☐ No - Placement and follow-up procedures

   ☐ Yes ☐ No - Consulting, coordinating, and conferring procedures

4. Provisions are made to contact each vocational student during the first semester through group or individual sessions.

   ☐ Yes ☐ No

5. The major services of the vocational guidance and counseling program are:

   ☐ Yes ☐ No - Career development

   ☐ Yes ☐ No - Personal-social counseling

   ☐ Yes ☐ No - Placement and follow-up services

   ☐ Yes ☐ No - Orientation of students

   ☐ Yes ☐ No - Reduction of sex stereotyping and bias

   ☐ Other: _____

6. The administration supports guidance and counseling services with adequate resources, including:

   ☐ Yes ☐ No - Planned budget

   ☐ Yes ☐ No - Facilities, supplies, and equipment

   ☐ Yes ☐ No - Private counseling space that is attractive and accessible to students

   ☐ Yes ☐ No - Space for group counseling

   ☐ Yes ☐ No - Waiting space for students

7. Adequate storage space and facilities are available for:

   ☐ Yes ☐ No - Reference materials and information for counselors

   ☐ Yes ☐ No - Use by and for students

   ☐ Yes ☐ No - Confidential student files

   ☐ Yes ☐ No - Supplies

8. Classroom instructors and counseling staff coordinate their efforts to meet the needs of vocational students.

☐ Yes ☐ No

9. Counselors and students have access to current information about:

☐ Yes ☐ No - Occupations

☐ Yes ☐ No - Requirements for occupational entry

☐ Yes ☐ No - Opportunities for occupational preparation

☐ Yes ☐ No - Opportunities for employment in various occupations

☐ Yes ☐ No - Employers who have hired former students

10. Counselors maintain communication and contact as needed with:

☐ Yes ☐ No - Students and their families

☐ Yes ☐ No - Institutions from which students transfer

☐ Yes ☐ No - Institutions to which students transfer

☐ Yes ☐ No - Area employers

☐ Yes ☐ No - Administrators, supervisors, and teachers

☐ Yes ☐ No - Appropriate community agencies including state employment offices

11. An orientation program is provided to assist students in choosing their occupational objective prior to entering an occupational program and to acquaint students with guidance and counseling services.

☐ Yes ☐ No

12. Counselors are knowledgeable about and assist students with:

☐ Yes ☐ No - Employment opportunities

☐ Yes ☐ No - Student work problems

☐ Yes ☐ No - Opportunities for further education

☐ Yes ☐ No - Student activities

☐ Yes ☐ No - Scholarships, grants, loans, and other financial aid

13. The guidance process utilizes instruments indicating occupational aptitudes, interests, and abilities which are reliable and valid when used in an occupational context.

☐ Yes ☐ No

14. The counselor and teacher have access to:

☐ Yes ☐ No - Cumulative records

☐ Yes ☐ No - Permanent records

☐ Yes ☐ No - Career files

☐ Yes ☐ No - Test records

☐ Yes ☐ No - Job placement records

☐ Others: _____

15. Job placement and follow-up include:

- ☐ Yes ☐ No - Establishing a placement center or placement office
- ☐ Yes ☐ No - Registering all students in vocational training in the placement office
- ☐ Yes ☐ No - Coordinating job openings and requests for jobs through the placement office
- ☐ Yes ☐ No - Setting up interviews with employers and students
- ☐ Yes ☐ No - Assisting students in developing job seeking skills
- ☐ Yes ☐ No - Keeping records on results of interviews
- ☐ Yes ☐ No - Following up on students' employment
- ☐ Yes ☐ No - Publicizing the job placement services
- ☐ Yes ☐ No - Developing new jobs through community contacts
- ☐ Yes ☐ No - Contacting and utilizing State Employment Services
- ☐ Yes ☐ No - Assisting vocational teachers with job placement of students

16. A continuous orientation process is maintained throughout the school year using media such as: (Check if used)

- ☐ Bulletin boards
- ☐ School newspapers
- ☐ Student handbooks
- ☐ Bulletins/brochures
- ☐ Group meetings
- ☐ Others: _____

17. Provisions are made to assist students in an individual assessment of their own aptitudes, abilities, and interests through the use of appropriate measurement instruments.

☐ Yes ☐ No

18. Guidance and counseling are available to students:

- ☐ Yes ☐ No - Prior to entering occupational preparation programs
- ☐ Yes ☐ No - At entry
- ☐ Yes ☐ No - Periodically throughout the program
- ☐ Yes ☐ No - Before leaving
- ☐ Yes ☐ No - Upon student request
- ☐ Yes ☐ No - After leaving the program or institution

19. Provisions are made for employers to interview students at the school.

☐ Yes ☐ No

20. Counseling services include placing students in occupations that are nontraditional to their sex.

☐ Yes ☐ No

21. The guidance program includes working with postsecondary counselors and placing student completors into postsecondary programs.

☐ Yes ☐ No

22. Counselor insures pupil records are properly maintained through:

- ☐ Yes ☐ No - Confidentiality ☐ Yes ☐ No - Current pupil records
- ☐ Yes ☐ No - Privacy regulations ☐ Yes ☐ No - Accurate pupil records

LDE Form 7

VOCATIONAL ADMINISTRATOR EVALUATION INSTRUMENT

VOCATIONAL ADMINISTRATOR EVALUATION INSTRUMENT

PURPOSE

This instrument is designed for the evaluation o the administrator who has direct supervisory responsibility for vocational teachers and administrative responsibility for vocational facilities. The administrator's supervisor should complete this instrument.

PROCEDURE FOR THE VOCATIONAL ADMINISTRATOR'S SUPERVISOR

1. Provide copies of this instrument to and discuss the instrument with each vocational administrator. Identify the evaluation items that are appropriate to each administrator's position. Where the administrator does not have responsibility for a specific item, delete the item(s) from the instrument or mark the item(s) "Not Applicable."

2. Mutually decide on time and procedures for completing the instrument.

3. Provide a copy of this instrument to each vocational administrator for periodic reference and self-assessment.

4. Complete one copy of this instrument annually for each administrator who has direct responsibility for vocational programs. The instrument is to be completed based upon observation of and discussion with the administrator being evaluated.

5. Provide a copy of the completed instrument and discuss the results of the evaluation with the individual evaluated. Make specific plans to correct any problems identified.

VOCATIONAL ADMINISTRATOR EVALUATION INSTRUMENT

Name of individual evaluated

Job title of person evaluated

Date

A. PERSONAL QUALIFICATIONS	Exceeds Expectations	Acceptable	Needs Improvement	Unacceptable
1. The administrator sets an appropriate example for students and staff by his or her personal appearance.	1	2	3	4
2. The administrator's personal health is sufficient for job performance.	1	2	3	4
3. The administrator treats all individuals respectfully.	1	2	3	4
4. The administrator meets Alabama certification requirements for assignment.	1	2	3	4
5. The administrator demonstrates knowledge of the structure, authority, and control of the school system.	1	2	3	4
6. The administrator follows a personal professional development plan.	1	2	3	4
7. The administrator demonstrates competence in oral communication.	1	2	3	4
8. The administrator demonstrates competence in written communication.	1	2	3	4
9. The administrator establishes priority for and properly utilizes time.	1	2	3	4
B. POLICY ADMINISTRATION				
10. The administrator follows and applies board/ administrative policies.	1	2	3	4
11. The administrator communicates policies to appropriate staff and faculty.	1	2	3	4
12. The administrator informs staff of grievance procedures.	1	2	3	4
13. The administrator administers policies of non-discrimination of students.	1	2	3	4
14. The administrator administers policies of non-discrimination of staff.	1	2	3	4
15. The administrator administers a live work policy.	1	2	3	4
16. The administrator administers a policy for cooperative education.	1	2	3	4
17. The administrator keeps informed of current vocational legislation and regulations.	1	2	3	4
18. The administrator follows board/administrative policy in regard to student discipline.	1	2	3	4

C. STAFF LEADERSHIP	Exceeds Expectations	Acceptable	Needs Improvement	Unacceptable
19. The administrator selects capable personnel and makes assignments which capitalize on the strengths of the individual.	1	2	3	4
20. The administrator assists teachers in self-assessment and development of plans for improvement.	1	2	3	4
21. The administrator promotes effective teaching.	1	2	3	4
22. The administrator initiates and maintains positive relationships with faculty and staff.	1	2	3	4
D. INSTRUCTIONAL LEADERSHIP				
23. The administrator applies sound principles of curriculum development.	1	2	3	4
24. The administrator assists staff in establishing educational goals and objectives.	1	2	3	4
25. The administrator provides leadership for educational programs which meet the unique needs of students with special needs.	1	2	3	4
26. The administrator assures that each class is properly supervised.	1	2	3	4
27. The administrator insures staff performance of assigned duties through review of teaching plans, direct observation, and staff conferences.	1	2	3	4
28. The administrator provides teachers with current state course of study and other materials on curriculum requirements.	1	2	3	4
29. The administrator structures time for departmental meetings to discuss, develop, and update curriculum.	1	2	3	4
30. The administrator assumes and/or delegates supervisory responsibilities for students while on school grounds.	1	2	3	4
E. PLANNING AND EVALUATION				
31. The administrator conducts systematic evaluation of all personnel supervised.	1	2	3	4
32. The administrator discusses evaluation results with person evaluated and follows through for program improvement.	1	2	3	4
33. The administrator coordinates an evaluation of the total vocational program.	1	2	3	4
34. The administrator conducts and utilizes a community needs assessment at least every three years.	1	2	3	4
35. The administrator implements a long-range (three years or more) plan for the vocational program.	1	2	3	4
F. FISCAL MANAGEMENT AND PHYSICAL PLANT MANAGEMENT				
36. The administrator utilizes an annual budget for the vocational program.	1	2	3	4
37. The administrator cooperatively works with teachers to develop expenditure plan for each program	1	2	3	4
38. The administrator follows a plan for maintenance and replacement of equipment.	1	2	3	4

		Exceeds Expectations	Acceptable	Needs Improvement	Unacceptable
39.	The administrator exercises fiscal management in accordance with federal, state, and local requirements.	1	2	3	4
40.	The administrator provides leadership for effective operation and maintenance of the physical plant facilities and grounds.	1	2	3	4
G.	RECORDS AND REPORTS				
41.	The administrator ensures maintenance of current and accurate documentation of all records pertinent to school business including: a. student files b. staff files c. discipline file d. financial records e. purchase and requisition file f. interschool memo file g. intersystem memo file h. budget plan	1	2	3	4
42.	The administrator meets system deadlines on reports and records.	1	2	3	4
H.	PROFESSIONAL DEVELOPMENT				
43.	The administrator has a written professional development plan.	1	2	3	4
44.	The administrator participates in appropriate inservice activities.	1	2	3	4
45.	The administrator achieves professional growth through participation in professional organizations.	1	2	3	4
I.	COMMUNITY INVOLVEMENT				
46.	The administrator communicates the goals and scope of vocational education to individuals and community groups.	1	2	3	4
47.	The administrator promotes school and community interaction.	1	2	3	4
48.	The administrator promotes services and programs for adults.	1	2	3	4

J. AREAS NEEDING IMPROVEMENT

First priority: _____

_____

Second priority: _____

_____

Third priority: _____

_____

_____ _____

Evaluator Date

_____ _____

Vocational Administrator Date

USE OF EVALUATION RESULTS

No evaluation effort is successful unless the results are put to practical use in the school system. The following steps are suggested in using the information collected from evaluation:

1. Present the summarized results in a written report. The report may be a few pages or a bound publication, but regardless of length it should follow an easy-to-understand format. Remember the reader when preparing the report. Will it be written for vocational teachers? The advisory council? Administrators? Or all of these? Results can be presented in the form of numbers, averages, percentages, or graphs.

2. Present the report to the staff and faculty. They should then have the opportunity to review and discuss the findings, and offer recommendations for overcoming identified problems or weaknesses.

3. Present the report to the local advisory council. Ask the council members for their suggestions regarding the problems identified through evaluation.

4. Discuss the final report--including recommendations and suggested solutions from the faculty and advisory council--with the school system administration, and develop a plan of action to overcome or address problems and weaknesses.